

TITLE III:
Language Instruction for Limited English Proficient and Immigrant Students
CFDA # 84.365A

2010-11 GRANT APPLICATION

School Corporation/Eligible Entity:	Corp #:
Contact Person:	Email Address:
Address:	Phone Number:
	Fax Number:
Superintendent's Name: _____ Signature: _____	
Grant Allocation Amount: (Districts receiving both LEP and immigrant sub-grants combine allocation amounts but these funds are separately outlined on the budget page and will be approved separately)	

<input type="checkbox"/> Individual District LEP application <input type="checkbox"/> Combination LEP & Immigrant Influx <input type="checkbox"/> Consortium LEP application: _____ number of participating corporations * For consortium applicants, list participating school districts and indicate the fiscal agent (attach pages as needed): <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	PROGRAM SITES: Check (✓) appropriate box <hr/> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="text-align: center;">District Wide</td> </tr> <tr> <td style="width: 10%;"></td> <td> Specific schools within district only: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> </td> </tr> <tr> <td></td> <td style="text-align: center;">Centralized program location</td> </tr> </table>		District Wide		Specific schools within district only: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		Centralized program location
	District Wide						
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	Centralized program location						

* A Consortium Participant Agreement Form must be submitted for EACH school corporation participating in a **consortium** (see end of grant application).

SUBMIT VIA MAIL BY SEPTEMBER 3, 2010 to:

Lauren Harvey, Coordinator of English Language Learning & Migrant Education
Indiana Department of Education
151 W. Ohio Street
Indianapolis, IN 46204

ASSURANCES OF SCHOOL CORPORATION/ELIGIBLE ENTITY:

The Superintendent's signature on the cover page of this application acknowledges agreement to implement the following assurances:

1. The local education agency (LEA) or consortium lead agency assures that the program will enable children to speak, read, write, and comprehend the English language and meet challenging state standards;
2. The LEA or consortium lead agency assures that teachers, researchers, school administrators, and parents, private schools, institutions of higher education, and, if appropriate, education related community groups and nonprofit organizations, were consulted in developing the sub-grant application (Title III, section 3116);
<http://ideanet.doe.state.in.us/lmmp/privateschool.html>
3. The LEA or consortium lead agency assures that all activities proposed in the application are based on scientific research demonstrating program effectiveness in teaching LEP students;
4. The LEA or consortium lead agency assures that the English proficiency level of all students with limited English proficiency participating in programs funded under Title III will be assessed annually (Title III, section 3116);
5. The LEA or consortium lead agency assures that children who have been in the United States for three or more years will be assessed on academic standards in English; and
6. The LEA or consortium lead agency assures that each school in the district will comply with Title III, section 3302, Parent Notification, prior to and throughout each school year.
<http://ideanet.doe.state.in.us/lmmp/parentalnotificationltr.html>

LEAs receiving Title III funds, either directly or through a Title III consortium must spend Title III funds on the two required activities:

- Increasing English proficiency and student academic achievement of children who are limited English proficient (LEP) (Title III, section 3102); and
- Providing high-quality professional development to classroom teachers, principals, and administrators involved in their education (Title III, section 3115).

The complete Title III legislation can be read online at:
<http://www.ed.gov/policy/elsec/leg/esea02/pg39.html>

LOCAL PLAN NARRATIVE

As required in Sections 3115 and 3116, please provide a program narrative **specifically addressing each** item outlined in each of the following sections: (Attach narrative pages as needed).

I. INSTRUCTIONAL:

1. Describe the **programs and activities** proposed to be developed, implemented and administered under the sub-grant [Sec.3115 (a), (d), (e)]. Describe how these Title III activities **supplement** the core English Language Development (ELD) program. Include a description of how English language development (ELD) services are provided, specified **by grade cluster at every building** where English language learners (ELL) are enrolled.
2. Describe how language instruction educational programs carried out under the sub-grant will **ensure** that limited English proficient children, being served by the program, develop **academic English proficiency** [Sec. 3115 (d); Sec. 3116].
3. Describe how the LEA will provide educational services to LEP children and educational personnel in **private schools** that are located in the geographic area served by the LEA (NCLB Act, Title I, Part A, section 1120; Title IX, Part E, Sections 9501-9506; Education Department General Administrative Regulations, Part 76, Sections 76.650-76.662). Describe the **collaboration** that will occur to determine how needs of LEP students will be identified and what services will be offered.
4. Describe how the school corporation or eligible entity will hold schools **accountable** for meeting the **Annual Measurable Achievement Objectives** (AMAOs), including AMAO III - making Adequate Yearly Progress (AYP) for limited English proficient (LEP) students (Sec. 3122).
5. Describe the process used to **monitor** the academic performance of former LEP students in meeting the State Academic Standards for the two years after they no longer receive Title III services [Sec. 3121(a)(4)]. Describe the frequency of monitoring and sources of information.

II. PROFESSIONAL DEVELOPMENT:

1. Describe how the program will use a portion of the funds to provide high quality professional development to classroom teachers (including teachers in classroom settings outside of language instruction educational programs), principals, administrators, and other school or community based personnel [Sec. 3115 (c)(2)]:
 - designed to **improve** the instruction and assessment of LEP children;
 - designed to **enhance the ability** of such teachers to understand and use curricula, assessment measures, and instructional strategies for LEP children;
 - based on **scientifically based research** demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and
 - of **sufficient intensity and duration** to have a positive and lasting impact on the teacher's performance in the classroom.
2. Provide an anticipated **timeline** for professional development activities for the 2010-11 school year including dates, times, and presenters.

3. Describe how the **effectiveness** of the professional development will be evaluated and how the staff will be supported to **implement** and **apply** their learning throughout the school year (i.e. Title III Coordinator's walk-throughs, peer coaching, peer mentoring, collaboration meetings, etc.)

III. **PARENTAL INVOLVEMENT:**

1. Describe how the LEA will **ensure** that the following required annual parental notification requirement is implemented:

- No later than 30 days after the beginning of the school year (or within two weeks of late enrollment), each entity shall inform parents of limited English proficient students of their child's identification for participation in a language instruction educational program [Sec.3302(a)].

A sample Parent Notification form based on the results of the LAS Links Placement test can be found at <http://www.doe.state.in.us/lmmp/parentalnotificationltr.html>.

A sample Letter to Parents in English and Spanish based on the summative LAS Links yearly English Language Proficiency Assessment test can be found at http://www.doe.in.gov/lmmp/LAS_links.html.

2. Based on the assessment of parents' needs, describe how the LEA will incorporate **parental participation** including:

- implementing an effective means of outreach to parents of limited English proficient students to inform them of how they can:
 - be involved in their child's education;
 - be active participants in assisting their child to learn English, achieve at high levels, and meet State standards;
 - attend school events, volunteer, participate in ESL (English as a Second Language) and other parent education classes
- holding and sending notice of opportunities for regular meetings to formulate and respond to recommendations from parents [Sec.3302(e)];

IV. **SCIENTIFICALLY-BASED RESEARCH:**

1. Describe the scientifically-based research **that has been identified** to support your school corporation's English language development (ELD) program. The research must demonstrate that the approaches and methodologies used in the district's language instruction educational program are effective in increasing ELL students' English proficiency and their academic achievement in the core academic subjects [Sec. 3115 (a), (c); Sec.3303].

Information on language instruction educational programs based on scientifically-based research can be found at:

- National Clearinghouse for English Language Acquisition (NCELA)
<http://www.ncela.gwu.edu/resabout/research>
- Center for Research on the Educational Achievement and Teaching of English Language Learners
<http://www.cal.org/create/>

V. BUDGET:

Complete the following two budget tables. As indicated in Title III, section 3115(g), funds must be used to **supplement, not supplant** the core English language development instructional program for LEP students and this should be reflected in the budget. Please note the following when completing the budget table:

- Each line item must be described in the narrative.
- A Budget Amendment Form must be submitted for approval in order to transfer line items amounts in excess of 10% of the total grant amount.
- Administration is limited to 2% of the total grant amount, including direct and indirect costs.
- Title III funds may not be used by school corporations and charter schools for costs associated with administering the LAS Links English proficiency assessment. This is only permissible for non-public schools.

CATEGORY	DESCRIPTION	AMOUNT
Administration (Up to 2% of total – includes direct and indirect costs)		
Supplemental Personnel * (Salary & Fringe)		
Supplemental Instructional Materials		
Professional Development		
Supplies		
Other		
TOTAL (same as cover page)		

*** PERSONNEL DETAIL:**

Name	Grade level	Hours daily	Total # of days	Salary	Fringe	C/N*	Responsibilities

* C – Certified
 N – Non-certified

Note: Please do not wait for application approval to begin identifying potential candidates.

TITLE III GUIDANCE

PURPOSES OF SUB-GRANTS

Eligible entities shall utilize funds for approaches and methodologies based on scientifically based research on teaching limited English proficient (LEP) children for the following purposes:

- developing and implementing new language instruction educational programs and academic content instruction programs for such children and youth, including programs of early childhood education, elementary education school programs, and secondary school programs;
- carrying out highly focused, innovative, locally developed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for such children and youth;
- implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for such children; or
- implementing, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for such children.

REQUIRED ACTIVITIES

- increasing the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects; and
- providing high-quality professional development to classroom teachers (including those outside the setting of language instruction educational programs), principals, administrators, and other school personnel.

AUTHORIZED ACTIVITIES

- upgrading program objectives and effective instruction strategies;
- identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;
- providing tutorials or intensified instruction;
- developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services;
- improving the English proficiency and academic achievement of LEP children;
- providing community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families; and
- improving the instruction of LEP children.

EVALUATION COMPONENTS

- A** progress in attaining English proficiency, percent who have attained proficiency
- B** percentage transitioned into classrooms not tailored for LEP children, and who have a sufficient level of English proficiency to permit them to achieve in English
- C** percentage meeting State academic and achievement standards
- LEAs will complete an annual performance report at the end of each fiscal period and submit it to the Indiana Department of Education, Division of Language Minority and Migrant Programs. Performance report will include:
- a program description;
 - student progress made on English proficiency and State standards;
 - number and % of students attaining English proficiency by end of school year; and
 - a description of progress made by children in meeting State standards for two years after such children no longer receive services.

Evaluations will be used to:

- improve programs and activities;
- determine effectiveness of programs and activities (attaining English and State standards); and
- determine continuance of funding.

TITLE III CONSORTIUM PARTICIPANT AGREEMENT*

This form must be completed by each school corporation participating in the consortium in order for the Indiana Department of Education to release funds to the fiscal agent.

(School Corporation)

agrees to participate in a consortium application for Title III funds for the 2010-11 school year and to meet all of the assurances and program requirements outlined in the grant application. **The fiscal agent** for this consortium will be

(School Corporation)

(Name of Participating Superintendent)

(Signature of Participating Superintendent)

* As referenced on the grant application cover page, this form is to be completed only by school corporations participating in Title III through a consortium.

By September 3, 2010, please submit this completed form to:
Lauren Harvey, Coordinator of English Language Learning & Migrant Education
Indiana Department of Education
(317) 232-0555 (800) 257-1677
Fax (317) 234-2121